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ABSTRACT

Blumberg and Greenfield (1986) identified a key element of leadership associated with school effectiveness--the principal's "vision" for his or her school. Using a 14-item instrument developed to measure the extent to which teachers in a given school know, share, and work toward realization of their principal's vision, this paper offers some steps in constructing and interpreting a vision profile for a given school, or a measure of the extent to which a principal's vision is known and shared within a school. The School Vision Inventory (SVI), which creates subscales for the factors of internalization, exchange, and sacrifice, is described. Vision profile data from a selected sample of 57 schools are offered for consideration and comparison. Directions for using the SVI for research and school improvement purposes are also provided. Five tables and four figures are included. (Author/LMI)

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A Guide to Constructing and Interpreting the School Vision Inventory Diagnostic Profile

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Abstract

Blumberg and Greenfield (1986) have identified an important leadership element associated with school effectiveness, namely, the principal's "vision" of what his/her school is to become. Using an 14-item instrument developed to measure the extent to which teachers in a given school know, share, and work toward realization of their principal's vision, this paper seeks to offer some steps in constructing and interpreting a vision profile for a given school, i.e. a measure of the extent to which a principal's vision is known and shared within a school. A description of the School Vision Inventory (SVI) (Greenfield, Licata, and Johnson, forthcoming) is included. In addition, vision profile data from a selected sample of 57 schools is offered for consideration and comparison. This paper offers specific directions on how to use the SVI for research and school improvement purposes.

A Guide to Interpreting the School Vision Inventory Diagnostic Profile

Blumberg and Greenfield (1986) have identified an important leadership element associated with school effectiveness, namely, the principal's "vision" of what his/her school is to become. In an effort to understand how eight effective school principals viewed themselves and their work, it was observed that each seemed to be guided by a "vision" of what was to be accomplished both educationally and organizationally in his/her school.

The principal's "vision" is the product of a process which involves the observation of the current state of affairs in a school. This observation leads to the making of a judgement as to whether or not the current state of the school is satisfactory. Implicit in the principal's judgment of his school's condition is some standard of goodness or "vision" of what his school can become.

Given the desire of the principal to conform his/her school to this "vision", he/she must then act to realize this vision in his school. Such action involves the articulation of this "vision" to others. Furthermore, the principal must motivate others to action aimed at achieving this desired state of school affairs. Since the school is essentially a social situation, the principal's primary means of influencing what happens in a school is working with and through faculty and staff. The interpersonal competence of the principal is central to his articulation of the vision. Furthermore such competence is crucial to his/her motivational skills. Others must be motivated to act on the "vision" if it is to be realized.

The School Vision Inventory

School Vision Inventory (SVI) items were selected to reflect Blumberg and Greenfield's (1986) description of the performance of a principal in advancing a school vision:
1) persuading others to accept and share this vision; 2) exchanging ideas about the vision with others, and; 3) motivating others to act and even make sacrifices towards this vision.

In a pilot study involving 57 schools and over 1000 teachers, factor analysis identified 3 subscales contained in the instrument. These subscales are identified and described below:

Subscale 1: **Vision Internalization** - Items in the Internalization subscale point to the degree to which a principal as leader has succeeded in getting subordinates to share, internalize or accept his/her vision of what the school should be.

Subscale 2: **Vision Exchange** - The exchange subscale measures the perceived success the principal has experienced in exchanging and sharing ideas with others in achieving this vision, e.g. teachers, students, parents, superiors, community, etc.

Subscale 3: **Vision Sacrifice** - The sacrifice subscale measures the success the principal has experienced in motivating herself and others to work above and beyond the call of duty to achieve this vision. In general the items of this subscale ask: Are school participants motivated enough to "sacrifice" in order to see that this vision is realized?

Various tables listing significant statistical data from the field test/pilot study are found in the appendix. The varimax rotated factor matrix of the pilot study is found in Table 1. The unit of analysis is the individual teacher. Table 2 represents a similar matrix which has as its unit of analysis the school. Cronbach alpha reliability tests were also run for the 3 factors identified on the instrument. Both units of analysis are included, (Table 3). Further descriptive statistics regarding the instrument field test are found in Tables 4 and 5.

Prior to completing the 14 items assessing principal vision, each teacher must first respond to the following true-false item, "My principal has a vision of what this school ought to be." If teachers respond "true," they are asked to complete the remaining items. If their response is "false," they are asked not to complete the remaining items. In the initial field test of this instrument, well over 90% of the teachers in each school that returned completed instruments responded "true" to this question and answered the remaining items. Still, it is important to keep in mind that the scores on the SVI reflect only the views of teachers in a particular school that think their principal has a vision. The calculation of the actual percentage of teachers who answer "true" to this item in a particular school is important in interpreting the findings generated by the SVI. Further, the school mean score is in most cases the appropriate unit of analysis for use of this instrument.

As an estimate of the concurrent validity of the SVI, a Pearson correlation was calculated between the total SVI score and teachers' perceptions of the relative robustness of their principal (Licata & Willower, 1978). The Robustness Semantic Differential (RSD) is composed of ten adjective pairs such as meaningful-meaningless, challenging-dull, interesting-boring, powerful-weak, active-passive. The more meaningful, challenging, interesting, powerful or active the teachers viewed their principal, the higher the robustness score in the RSD. Teachers responded to the concept "My Principal is" using the 10 RSD adjective pairs. As expected, there was a significant positive correlation between teacher perceptions of their principal's robustness and their perceptions of his/her effectiveness in advancing a school vision ($r=.41$, $p < .001$, $n=57$).

Listed below are the three factors and resultant subscales which make up the School Vision Inventory and the accompanying items for each.

I. Internalization

1. "This vision can be achieved."
2. "This vision serves the best interests of all the children in this school."
3. "I share this vision."
4. "I have accepted this vision of my own free will."

II. Exchange

5. "My principal effectively exchanges ideas with teachers to achieve this vision."
6. "My principal effectively exchanges ideas with students to achieve this vision."
7. "My principal effectively exchanges ideas with parents to achieve this vision."
8. "My principal effectively exchanges ideas with my superiors to achieve this vision."
9. "My principal effectively exchanges ideas with members of the community to achieve this vision."

III. Sacrifice

10. "My principal regularly encourages teachers to make personal sacrifices to accomplish this vision."

11. "My principal regularly encourages other members of the school-community to make personal sacrifices to accomplish this vision."

12. "I make personal sacrifices to accomplish this vision."

13. "Other members of this school community regularly make personal sacrifices to accomplish this vision."

14. "My principal regularly makes personal sacrifices to accomplish this vision."

Administering the SVI

Each participating school receives 25 SVI forms to be completed anonymously by randomly selected teachers in the principal's school. In schools of 25 teachers or less, every teacher in the school completes the SVI form. In addition, the principal completes a SVI predicting the percentage "true" response of his/her teachers to each item on the instrument. In each school a data collector, i.e., the librarian, a lead teacher, is selected to collect the forms from teachers to ensure anonymity. The data collector chosen should be someone trusted by the teachers.

Scoring The SVI for Research

Each of the 14 SVI items is scored 0 for false and 1 for true. The possible scoring range for an individual teacher completing the entire SVI ranges from 0-14. The range for the four items on the Internalization subscales is 0-4; the range for the five Exchange items is 0-5 and; the range for the five Sacrifice items is 0-5. Since most research projects will employ the school as the level of analysis, total and subscale mean scores must be computed for data analysis. Whether the researcher is looking at individual teacher scores or school mean scores, the higher the score reflects effectiveness in advancing a school vision (form 1 is the instrument for researchers).

Scoring the SVI for Professional Development

After collection of teachers' completed surveys, the data collector then passes the raw data on to the principal for scoring and profiling. Scoring of the data is to be done by the principal and not the teachers.

Teachers' perceptions are measured by the SVI, a three factor, 14 item true-false survey focusing on the principal's vision. The principal's perception of the "vision" which exists in his school is measured using the same instrument yet with a different response form. Instead of responding in a true-false fashion to each item, the principal responds by predicting the percentage of teachers in his school whose response will be "true" to each item. The average item score and subscale score for teacher response items are computed by averaging the item responses for teachers who answer "true."

The number of items for each of the three subscales is not the same. Note the number of items for the total instrument and for each factor:

Subscale	Number of Items	Specific SVI Item Numbers
Internalization	4	1-4
Exchange	5	5-9
Sacrifice	5	10-14

	14	Total Vision Items

Teachers' responses to the survey items take one of two forms: True or False. Questions answered as "true" should be scored as 1, (T = 1). Those answered as "false" should be scored as 0, (F = 0). A copy of the teacher's version of the SVI is found as Form 1 in the appendix.

As noted above, the principal's responses to the survey items will be in the form of percentages. For each of the 14 items he/she will predict the percentage of the teachers in

his/her school who will mark "true" as their response to that item. A copy of the principal's version of the SVI is found as Form 2 in the appendix.

To assist the principal or researcher in computing teachers' aggregate responses for each item and subscale of the SVI, two scoring sheets provided for:

1. SVI **Item by Item** Scoring Sheet for Teachers' Responses
2. SVI **Total Vision and Subscale** Scoring Sheet for Teachers' Responses

Each of these is likewise found in the appendix, respectively as Form 3 and Form 4. Note, it is imperative that the **Item by Item** Scoring Sheet be computed and completed first since data from it is used to complete the **Total Vision and Subscale** Scoring Sheet. Once the principal or researcher has received the data from the data collector, he/she is to determine the percentage of "true" responses for each item.

Profiling / Plotting the Data

The data for each individual school is to be displayed on two diagnostic graphs: 1) the **Item by Item Vision Profile**; and 2) the **Total Vision and Subscale Vision Profile**. For the convenience of the principal or researcher, blank copies of each graph are found in the appendix. The principal is to use data from two sources to plot these graphs: 1) data from the scoring sheets; 2) data based on his predictions regarding his teachers' perceptions; and 3) mean scores on each item and subscale provided from a select sample of 57 schools from previous research (Greenfield, Licata and Johnson, forthcoming). A description of how these graphs are to be plotted is found below.

The first graph, the **Item by Item Vision Profile**, represents an item by item percentage score of teachers' perceptions regarding vision at Anywhere Jr. High School. As the first diagnostic profile from, this graph is found as Figure 1 below. The scores of teachers in the

individual school are compared with: 1) that principal's prediction of his/her teachers responses and; 2) the mean average scores of teachers from a selected sample of 57 schools. The x-axis is numbered 1 to 14. This represents each item of the SVI. Notice that the y-axis ranges from 0 to 100 per cent. This represents the percentage of teachers who answered true to that particular item. The solid line represents the percentage of the teachers at Anywhere Jr. High School who responded "true" to each item. The double line represents the principal's prediction of the percentage of teachers that will respond positively to that item. The broken line represents the averaged responses of a selected sample of 57 schools to each item. Notice that on item 7, "My principal effectively exchanges ideas with parents to achieve this vision,." only 40% of the teachers at Anywhere Jr. High (that is 10 out of 25 teachers) perceived their principal, Mr. Anybody, as being effective in this area. This is compared to the 65% averaged response of a selected sample of 57 schools. The principal, Mr Anybody predicted that 90% of his teachers would respond "true" to this item.

** Insert Figure 1 Here **

The second diagnostic profile represents total vision plus a subscale by subscale analysis of each school. This graph, **Total Score and Factor by Factor Vision Profile**, is found as Figure 2 below. The x-axis has 4 points: total vision; subscale 1-internalization; subscale 2-exchange; and subscale 3-sacrifice. The y-axis ranges from 0 to 100 per cent. This represents the percentage of respondents who answered true to that subscale. Once again three lines are plotted: the solid line represents the averaged percentage of the teachers at Anywhere Jr. High who responded "true" to a given subscale; the double line represents the principal's prediction of the percentage of teachers that would respond "true" to that subscale; the broken line represents the averaged

responses of a selected sample of 57 schools to each subscale.

** Insert Figure 2 Here **

Directions for calculating a total vision score and subscale scores for a given school are as follows:

Total Vision Score - After the responses of all teachers in a given school are averaged on each of the 14 items, a total vision average is then calculated by averaging these 14 percentages. In the case of Anywhere Jr. High School, the total vision average is 54%.

Subscale 1: Internalization of Vision - Since items 1-4 of the SVI represent the Vision Internalization factor, this percentage is calculated by averaging teachers responses in a given school for items 1-4 of the **Item by Item Profile**. The Vision Internalization score for Anywhere Jr. High is 67.5%. Approximately 67.5% of the teachers there have internalized the principal's vision.

Subscale 2: Exchange of Vision - Items 5-9 of the SVI represent the Vision Exchange factor. This percentage is calculated by averaging the responses of teachers in a given school for items 5-9 as found on the **Item by Item Profile**. The Vision Exchange score for Anywhere Jr. High is 62%. This percentage felt that the principal was effective at sharing and exchanging ideas about his vision with others.

Subscale 3: Vision Sacrifice - Items 10-14 of the SVI are the Vision Sacrifice factor. This percentage is calculated by averaging the responses of teachers in a given school from items 10-14 of the **Item by Item Profile**. The Vision Sacrifice score for Anywhere Jr. High is 48%. This percentage of the teachers were motivated enough by the principal's vision to act on it.

Interpreting the Profile

Interpretation of the profile centers around the two graphs which the principal has constructed from the data mentioned above. Using the Item by Item Vision Profile graph as given in Figure 1, the principal is able to compare the "vision" perception of three groups on each item of the profile. These three groups are: 1) teachers at his/her school; 2) his/her perceptions of teachers at his/her school, and; 3) perceptions of teachers at other schools.

Comparisons are made on the following basis:

Principal's perception vs. Teachers' perceptions at Principal's school - Using the **Item by Item Vision Profile** graph (Figure 1), the principal may compare the perceptions of his/her teachers to the perceptions he has of them on any given item. For example, analysis of our sample graph reveals that for item 3, "I share this vision", there is large discrepancy between the principal and teachers' perceptions. The principal predicted that 90% of her teachers shared her vision of the school. In reality, however, only 60% of her teachers share this vision. Since the discrepancy between the principal and her teachers is so large there is cause for concern. Furthermore, since the principal's prediction is much greater than what is actuality perceived it is quite possible that the principal is unaware of some dissatisfaction among teachers. Discrepancy this large may emphasize the need for some type of remediation. There are instances, though not evident on our sample graph, where the perceptions of teachers in a principal's school are higher than the principal's predicted perception. If the discrepancy is large, it is possible that the principal is once again unaware of the strength of his teachers' attitudes and perceptions. In cases where the discrepancy in perceptions is small there may be no need for help or remediation. However, if a given principal's prediction on an item is low and the teachers' perceptions on that item are also low then discrepancy becomes irrelevant. This could possibly indicate that the principal is not sharing her ideas well. She knows it and her teachers know it. Perhaps better

communication is needed.

Teachers' perceptions at a given school vs. teachers' perceptions at other schools - Comparison of the vision perceptions between a given school and other schools is offered for the purposes of allowing the principal to see how her school compares with others. Once again the discrepancy of comparison can be large or small. Likewise, the perceptions of one group may be above or below the other. Looking at item 6 on the sample graph ("My principal effectively exchanges ideas with students to achieve this vision."), one can see that a large discrepancy exists between the perceptions at Anywhere Jr. High (50%) and the perceptions of a sample of other schools (80%). In this case the perceptions which exists in other schools is greater than the perceptions at Anywhere Jr. High. The direction and size of this discrepancy reveal that on this particular vision item the perception of the teachers at Anywhere is lower than the perceptions of teacher in other schools. The principal should think of ways to narrow the discrepancy on this particular item.

Principal's perception vs. Teachers' perceptions at other schools - The comparison here is between the predicted perceptions made by a principal at his/her school and actual teachers' perceptions in other schools. Here the principal is able to compare her perceptions with that of other teachers in other schools. It allows the principal to compare the discrepancy which exists between her perceptions and those of her teachers with the discrepancy between her perceptions and those of other teachers in other schools.

Using the **Total Score and Factor by Factor Vision Profile** graph (Figure 2), the principal is able to compare total vision and vision subscale perceptions, i.e. internalization, exchange, and sacrifice, of the same three groups:

Principal's perception vs Teachers' perception at Principal's school - Looking at Figure 2,

one can see how this comparison can be made. The principal should look at the degree of fit between the two perceptions, noting the presence, direction and size of the discrepancy present. For example, regarding the Exchange subscale of vision, it is noted that the principal at Anywhere predicted that 89% of his teachers would perceive her as being effective at "exchanging" her vision of the school with others. However, only 61% of her teachers perceived her as being effective at vision exchange. The direction and size of this discrepancy is cause for concern. It points to possible teacher dissatisfaction and the unawareness of teacher attitudes on the principal's part.

Teachers perceptions at a given school vs. teachers perceptions at other schools - Comparison of the vision subscale perceptions between a given school and other schools is offered for the purposes of allowing the principal to see how his school compares with others. Once again the discrepancy of comparison can be large or small. Likewise, the perceptions of one group may be above or below the other. Looking at subscale 1, Internalization, one can see that a discrepancy exists between the perceptions at Anywhere Jr. High (67%) and the perceptions of a sample of other schools (75%). In this case the perceptions of vision internalization which exists in other schools is greater than the perceptions at Anywhere Jr. High. Such a discrepancy allows the principal to see how his school compares with other schools. It would appear that principal's in other schools are, on the average, more effective than he/she is in communication his/her school vision to others.

Principal's perception vs Teachers' perceptions at other schools - The comparison here is between the predicted perceptions on total vision or a subscale of vision made by a principal at his/her school and actual teachers' perceptions in other schools. Here the principal is able to compare his perceptions with that of teachers in other schools. Once again the presence, size and direction of the discrepancy is worthy of note. Analysis of the total vision score found on graph 2

above indicates that the principal of Anywhere Jr. High predicted that 82% of the teachers in her school would perceive her as effective at communicating, exchanging, and getting others to accept her vision of the school. Teachers in other schools, however, perceived their principals as being less effective than this prediction (65%). Notice the direction and size of this discrepancy as compared to that which exists between this principal and her own school. It would appear that some type of remediation aim at narrowing this gap would be in order.

The utility of the SVI lies in its ability to identify the principal's success at creating and sharing his/her vision of the school with his/her faculty. Furthermore, the instrument offers insight into the motivational intensity shared by a faculty in pursuit of this vision. (see form 1 for a presentation of the best form of the SVI).

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APPENDIX

-tables
-forms
-profile forms

TABLE 1

VARIMAX ROTATED FACTOR MATRIX OF VISION PROFILE INSTRUMENT

	TEACHER LEVEL (FACTOR)*		
ITEM	I	II	III
5	.465		
6	.624		
7	.842		
8	.599		
9	.814		
1		.499	
2		.732	
3		.912	
4		.781	
10			.675
11			.626
12			.668
13			.660
14			.503

* Eigen values and percent of variance by factors are as follows:

Factor 1: 4.7 eigen, 33.4 %
Factor 2: 1.8 eigen, 13.0 %
Factor 3: 1.0 eigen, 7.7 %

TABLE 2

VARIMAX ROTATED FACTOR MATRIX OF VISION PROFILE INSTRUMENT

SCHOOL LEVEL
(N=57)

ITEM	(FACTOR)* I	II	III
5	.594		
6	.744		
7	.782		
9	.726		
10	.579		
1		.562	
2		.730	
3		.904	
4		.833	
10			.786
11			.735
12			.426
13			.772
14			.545

* Eigen values and percent of variance by factors are as follows:

Factor 1: 4.5 eigen, 32.2 %
Factor 2: 2.6 eigen, 19.0 %
Factor 3: 1.0 eigen, 7.2 %

TABLE 3

TOTAL VISION INSTRUMENT AND FACTOR SUBSCALE ALPHA LEVELS

BY TEACHERS AND SCHOOLS

	TOTAL VISION	INTERNAL.	EXCHANGE	SACRIFICE
Teachers (n=483)	.864	.838	.868	.808
School (n=57)	.850	.823	.838	.819

TABLE 4

COMPARISON BETWEEN TOTAL INSTRUMENT AND SUBSCALE FACTOR SCORES

(TEACHER LEVEL)

	n	MEAN	ST.DEV.
Total Vision	826	11.85	3.19
Internalization	825	3.72	.83
Exchange	813	4.18	1.56
Sacrifice	812	4.09	1.46

TABLE 5

COMPARISON BETWEEN TOTAL INSTRUMENT AND FACTOR SUBSCALE SCORES

(SCHOOL LEVEL)

	n	MEAN	ST.DEV.
TOTAL VISION	57	12.23	1.01
INTERNALIZATION	57	3.83	.24
EXCHANGE	57	4.28	.54
SACRIFICE	57	4.12	.53

Figure 1:

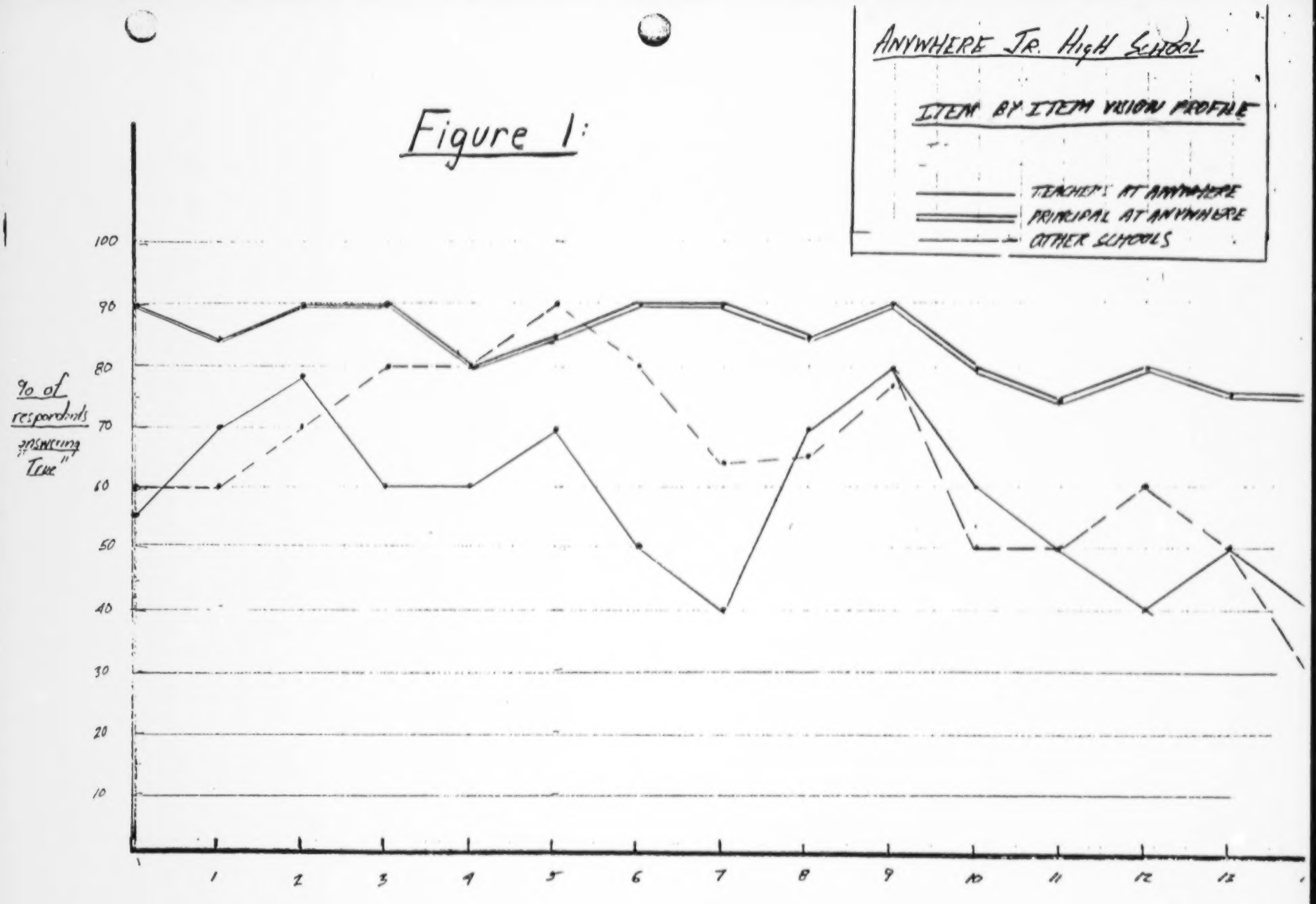

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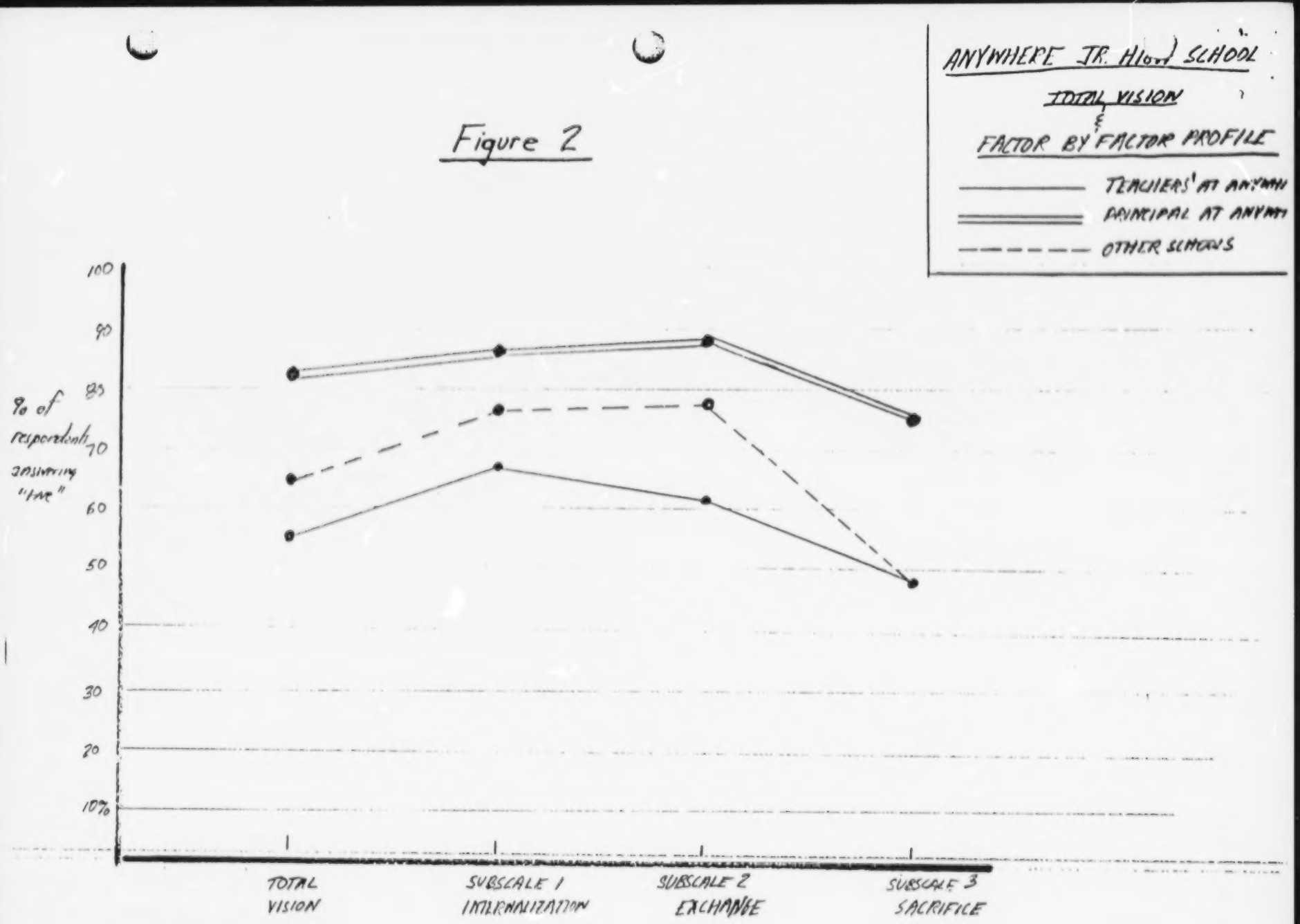
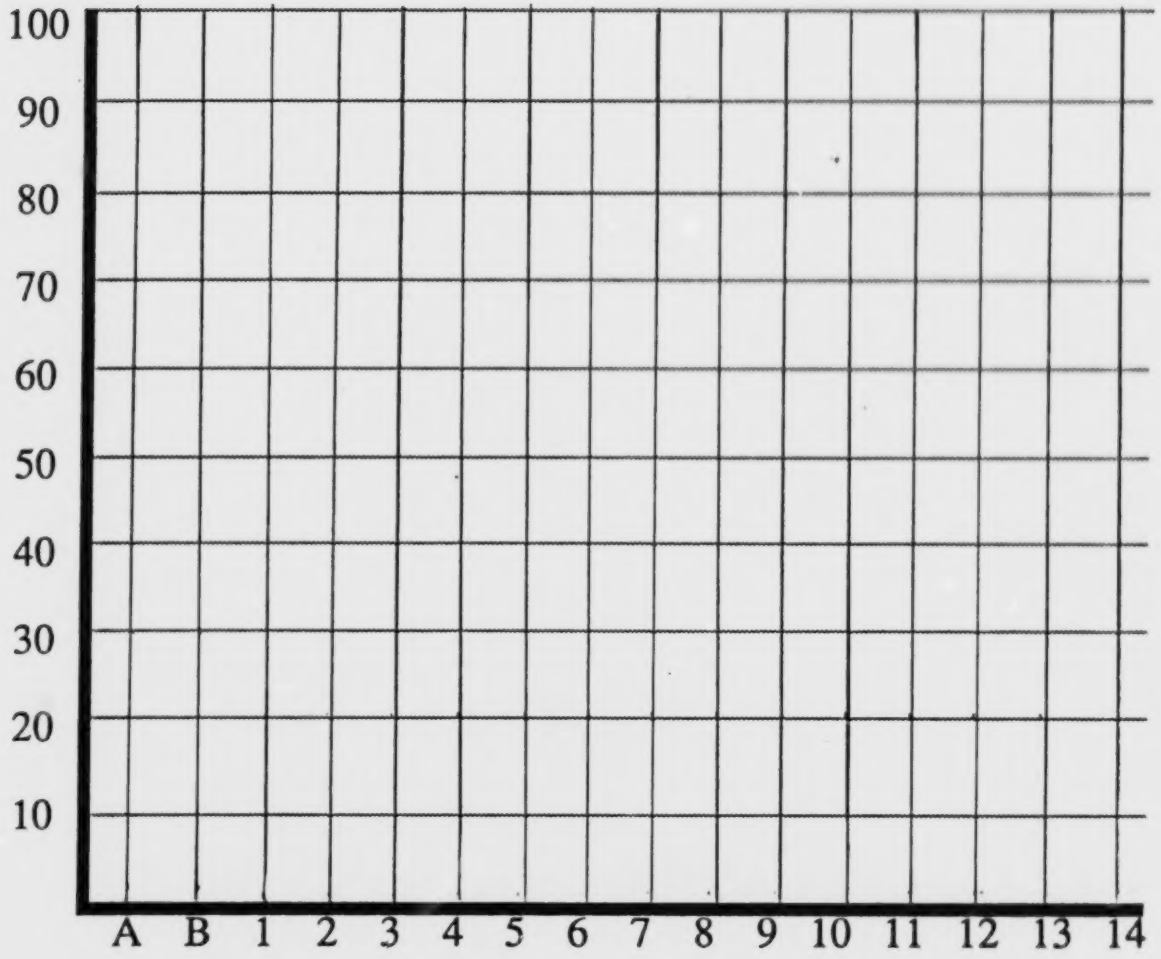
Figure 2


ANYWHERE JR. HIGH SCHOOL
TOTAL VISION
&
FACTOR BY FACTOR PROFILE
TEACHERS' AT ANYWH
PRINCIPAL AT ANYWH
OTHER SCHOOLS
100
90
80
70
60
50
40
30
20
10%
% of respondents answering "true"
TOTAL VISION
SUBSCALE 1 INTERNALIZATION
SUBSCALE 2 EXCHANGE
SUBSCALE 3 SACRIFICE

ITEM BY ITEM VISION PROFILE



PERCENT OF RESPONDANTS ANSWERING "TRUE"

KEY

VISION PROFILE ITEM

TOTAL VISION

SUBSCALE & SUBSCALE